

Texas Education Agency Standard Application System (SAS)

2018–2019 Services to Students with Dyslexia				
Program authority:	Texas Education Code, 29.027 as added by House Bill 21, Section 3, 85 th Texas Legislature, 2017			FOR TEA USE ONLY Write NOGA ID here:
Grant Period:	May 1, 2018, to August 31, 2019			<div style="writing-mode: vertical-rl; transform: rotate(180deg);"> RECEIVED TEXAS EDUCATION AGENCY 2018 MAR -8 PM 12:10 DOCUMENT CONTROL CENTER </div>
Application deadline:	5:00 p.m. Central Time, March 8, 2018			
Submittal information:	Applicants must submit one original copy of the application with an original signature, and two copies of the application, printed on one side only and signed by a person authorized to bind the applicant to a contractual agreement, must be received no later than the aforementioned date and time at this address: <div style="text-align: center;"> Document Control Center, Grants Administration Division Texas Education Agency, 1701 North Congress Ave. Austin, TX 78701-1494 </div>			
Contact information:	Karin Miller, karin.miller@tea.texas.gov , (512) 463-9581			
Schedule #1—General Information				
Part 1: Applicant Information				
Organization name	County-District #		Amendment #	
Bastrop ISD	011-901			
Vendor ID #	ESC Region #			
	13			
Mailing address	City	State	ZIP Code	
1507 Pine Street	Bastrop	TX	78602	
First name	M.I.	Last name	Title	
Jackie		Waneck	Director, Special Programs	
Telephone #	Email address		FAX #	
512-772-7835	jwaneck@bisdtx.org		512-321-2636	
Secondary Contact				
First name	M.I.	Last name	Title	
Debora	J	Ribble	504/Dyslexia Coordinator	
Telephone #	Email address		FAX #	
512-772-7835	dribble@bisdtx.org		512-321-2636	
Part 2: Certification and Incorporation				

I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I further certify that any ensuing program and activity will be conducted in accordance with all applicable federal and state laws and regulations, application guidelines and instructions, the general provisions and assurances, debarment and suspension certification, lobbying certification requirements, special provisions and assurances, and the schedules attached as applicable. It is understood by the applicant that this application constitutes an offer and, if accepted by the Agency or renegotiated to acceptance, will form a binding agreement.

Authorized Official:

First name	M.I.	Last name	Title
Jackie		Waneck	Director, Special Programs
Telephone #		Email address	FAX #
512-772-7835		jwaneck@bisdtx.org	512-321-2636

Signature (blue ink preferred)

Date signed

03/07/2018

Only the legally responsible party may sign this application.

701-18-108-028

RFA #701-18-108; SAS #292-

Page 1 of 22

26

Schedule #1—General Information

County-district number or vendor ID: 011-901

Amendment # (for amendments only):

Part 3: Schedules Required for New or Amended Applications

An X in the "New" column indicates a required schedule that must be submitted as part of any new application. The applicant must mark the "New" checkbox for each additional schedule submitted to complete the application.

For amended applications, the applicant must mark the "Amended" checkbox for each schedule being submitted as part of the amendment.

Schedule #	Schedule Name	Application Type	
		New	Amended
1	General Information	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
2	Required Attachments and Provisions and Assurances	<input checked="" type="checkbox"/>	N/A
3	Certification of Shared Services	<input checked="" type="checkbox"/>	<input type="checkbox"/>
4	Request for Amendment	N/A	<input checked="" type="checkbox"/>
5	Program Executive Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6	Program Budget Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
7	Payroll Costs (6100)	*See important note for competitive grants	<input type="checkbox"/>
8	Professional and Contracted Services (6200)		<input type="checkbox"/>
9	Supplies and Materials (6300)		<input type="checkbox"/>
10	Other Operating Costs (6400)		<input type="checkbox"/>
11	Capital Outlay (6600)		<input type="checkbox"/>
12	Demographics and Participants to Be Served with Grant Funds	<input checked="" type="checkbox"/>	<input type="checkbox"/>
13	Needs Assessment	<input checked="" type="checkbox"/>	<input type="checkbox"/>
14	Management Plan	<input checked="" type="checkbox"/>	<input type="checkbox"/>
15	Project Evaluation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
16	Responses to Statutory Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
17	Responses to TEA Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>

***IMPORTANT NOTE FOR COMPETITIVE GRANTS:** Schedules #7, #8, #9, #10 and #11 are required schedules if any dollar amount is entered for the corresponding class/object code on Schedule #6—Program Budget Summary. For example, if any dollar amount is budgeted for class/object code 6100 on Schedule #6—Program Budget Summary, then Schedule #7—Payroll Costs (6100) is required. If it is either blank or missing from the application, the application will be disqualified.

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On this date:

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Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 011-901

Amendment # (for amendments only):

Part 1: Required Attachments

The following table lists the fiscal-related and program-related documents that are required to be submitted with the application (attached to the back of each copy, as an appendix).

#	Applicant Type	Name of Required Fiscal-Related Attachment
No fiscal-related attachments are required for this grant.		
#	Name of Required Program-Related Attachment	Description of Required Program-Related Attachment
No program-related attachments are required for this grant.		

Part 2: Acceptance and Compliance

By marking an X in each of the boxes below, the authorized official who signs Schedule #1—General Information certifies his or her acceptance of and compliance with all of the following guidelines, provisions, and assurances.

Note that provisions and assurances specific to this program are listed separately, in Part 3 of this schedule, and require a separate certification.

X	Acceptance and Compliance
X	I certify my acceptance of and compliance with the <u>General and Fiscal Guidelines</u> .
X	I certify my acceptance of and compliance with the <u>program guidelines for this grant</u> .
X	I certify my acceptance of and compliance with all <u>General Provisions and Assurances</u> requirements.
X	I certify that I am not debarred or suspended. I also certify my acceptance of and compliance with all <u>Debarment and Suspension Certification</u> requirements.

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Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 011-901

Amendment # (for amendments only):

Part 3: Program-Specific Provisions and Assurances

X I certify my acceptance of and compliance with all program-specific provisions and assurances listed below.

#	Provision/Assurance
1.	The applicant provides assurance that program funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this grant will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.
2.	The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
3.	The applicant provides assurance that the program will operate as an independent campus or a separate program from the campus in which the program is located, with a separate budget.
4.	The applicant provides assurance that the program will give priority for enrollment to students with dyslexia.
5.	The applicant provides assurance that the program will limit enrollment and services to students who are at least three years of age and younger than nine years of age or are enrolled in the third grade or a lower grade level.
6.	The applicant provides assurance that the program will allow a student who turns nine years of age or older during a school year to remain in the program until the end of that school year.
7.	The applicant provides assurance that the local educational program (LEA) will not charge a fee for the program, other than those authorized by law for students in public schools.
8.	The applicant provides assurance that the LEA will not require a parent to enroll a child in the program.
9.	The applicant provides assurance that the LEA will not allow an admission, review, and dismissal committee to place a student in the program without the written consent of the student's parent or guardian.
10.	The applicant provides assurance that the LEA will not continue the placement of a student in the program after the student's parent or guardian revokes consent, in writing, to the student's placement in the program.
11.	The applicant provides assurance that the program will incorporate meaningful inclusion.
12.	The applicant provides assurance that it will develop appropriate systems and processes to collect and report baseline academic and functional data and achievements for students enrolled in the program as required by TEA.
13.	The applicant provides assurance that it will submit data on the academic and functional achievements to TEA, in a TEA approved format, by the requested date. This data may be the basis for awarding continuation grants.

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Schedule #3—Certification of Shared Services

County-district number or vendor ID: 011-901

Amendment # (for amendments only):

I, as one of the below member entity authorized officials, certify that to the best of my knowledge, the information contained in this application is correct and complete, that the entity that I represent has authorized me to file this application, and that such authorization action is recorded in the minutes of the local agency's board meeting.

The participating or intermediate education agency named has been designated as the administrative and fiscal agent for this project and is authorized to receive and expend funds for the conduct of this project. The fiscal agent is accountable for all shared services arrangement (SSA) activities and is therefore responsible for ensuring that all funds including payments to members of SSAs are expended in accordance with applicable laws and regulations.

All participating agencies have entered into a written SSA agreement that describes the responsibilities of the fiscal agent and SSA members, including the refund liability that may result from on-site monitoring or audits and the final disposition of equipment, facilities, and materials purchased for this project from funds specified below.

It is understood that the fiscal agent is responsible for the refund for any exceptions taken as a result of on-site monitoring or audits; however, based upon the SSA agreement, which must be on file with the fiscal agent for review, the fiscal agent may have recourse to the member agencies where the discrepancy(ies) occurred.

Any additional funds that result from an increase will not require additional signatures. Each member identified below acknowledges accountability for the requirements contained in the provisions and assurances listed in Schedule #2, Parts 2 and 3, as applicable. Each member entity certifies its agreement to participate in this SSA, as stated throughout this grant application.

#	County-District # and Name	Authorized Official Name and Signature	Telephone Number and Email Address	Funding Amount
Fiscal Agent				
1.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
Member Districts				
2.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
3.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
4.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
5.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
6.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
7.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
8.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	

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Schedule #3—Certification of Shared Services (cont.)

County-district number or vendor ID: 011-901

Amendment # (for amendments only):

#	County-District # and Name	Authorized Official Name and Signature	Telephone Number and Email Address	Funding Amount
Member Districts				
9.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
10.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
11.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
12.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
13.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
14.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
15.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
16.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
17.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
18.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
19.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
20.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
Grand total:				

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Schedule #4—Request for Amendment

County-district number or vendor ID: 011-901

Amendment # (for amendments only):

Part 1: Submitting an Amendment

This schedule is used to amend a grant application that has been approved by TEA and issued a Notice of Grant Award (NOGA). Do not submit this schedule with the original grant application. Refer to the instructions to this schedule for information on what schedules must be submitted with an amendment.

An amendment may be submitted by mail or by fax. Do not submit the same amendment by both methods. Amendments submitted via email will not be accepted.

If the amendment is mailed, submit three copies of each schedule pertinent to the amendment to the following address: Document Control Center, Grants Administration Division, Texas Education Agency, 1701 N. Congress Ave., Austin, TX 78701-1494.

If the amendment is faxed, submit one copy of each schedule pertinent to the amendment to either of the following fax numbers: (512) 463-9811 or (512) 463-9564.

The last day to submit an amendment to TEA is listed on the TEA Grant Opportunities page. An amendment is effective on the day TEA receives it in substantially approvable form. All amendments are subject to review and approval by TEA.

Part 2: When an Amendment Is Required

For all grants, regardless of dollar amount, prior written approval is required to make certain changes to the application. Refer to the "When to Amend the Application" guidance posted in the Amendment Submission Guidance section of the Grants Administration Division Administering a Grant page to determine when an amendment is required for this grant. Use that guidance to complete Part 3 and Part 4 of this schedule.

Part 3: Revised Budget

			A	B	C	D
#	Schedule #	Class/ Object Code	Grand Total from Previously Approved Budget	Amount Deleted	Amount Added	New Grand Total
1.	Schedule #7: Payroll	6100	\$	\$	\$	\$
2.	Schedule #8: Contracted Services	6200	\$	\$	\$	\$
3.	Schedule #9: Supplies and Materials	6300	\$	\$	\$	\$
4.	Schedule #10: Other Operating Costs	6400	\$	\$	\$	\$
5.	Schedule #11: Capital Outlay	6600	\$	\$	\$	\$
6.	Total direct costs:		\$	\$	\$	\$
7.	Indirect cost (%):		\$	\$	\$	\$
8.	Total costs:		\$	\$	\$	\$

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Schedule #4—Request for Amendment (cont.)

County-district number or vendor ID: 011-901

Amendment # (for amendments only):

Part 4: Amendment Justification

Line #	Schedule # Being Amended	Description of Change	Reason for Change
1.			
2.			
3.			
4.			
5.			
6.			
7.			

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Schedule #5—Program Executive Summary

County-district number or vendor ID: 011-901

Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

The program we intend to implement is a design, district wide, to develop a continuum of services for students with dyslexia served through our Tier 2, Dyslexia and Special Education Programs (monolingual and bilingual in all Tiers).

The process will develop teacher instructional abilities in multiple different instructional programs which meet the specifications for instruction described in the 2014 Dyslexia Handbook, similar to but not limited to Lindamood-Bell (LIPS, Visualizing and Verbalizing and Seeing Stars) and Rawson Saunders, (Basic Language Skills). Additionally, we will set up a lab at each elementary campus to supplement the instruction with researched based computer instruction like or similar to My Virtual Reading Coach which was developed for dyslexic learners.

We believe that increased teacher understanding and proficiency of researched based practices in reading instruction added to the supplemental practice of the computer based instruction will help increase student reading progress, provide more empirical data to make decisions about movement between the levels of Tier instruction and provide alternative curricula for instruction. At this time we only have one curriculum that meets the 2014 Dyslexia Handbook for our dyslexic learners through age nine.

Dr. Steven Fiefer, when speaking at Region 13 in 2017, stated that dyslexic learners fall on a spectrum of educational needs and abilities. He stated that every professional providing intervention to dyslexic learners needs to consider 2-4 different types of instruction that have all the components of good dyslexia instruction to meet the needs of the students.

Our plan implements several instructional curriculums, one of which is computer based, all meeting the guidance provided by the Texas Dyslexia Handbook on reading programs for dyslexic students. Our proposal will provide professional development to ensure high quality reading instruction by all professionals delivering intervention along the Tier continuum for struggling and dyslexic learners. Dr. Sally Shaywitz in her book Overcoming Dyslexia states that, "According to the researcher . . . the program that was most effective employed highly skilled teachers who all had a number of years' experience teaching children with reading disabilities".

In their book, Basic Facts About Dyslexia & Other Reading Problems, by Louisa Moats and Karen Dakin they list statistics about learners in the United States. At least 20%, Moats and Dakin state, of our population are predisposed to have significant difficulty with reading. Statistics also say that children are at more risk if they are from high poverty areas, are a language-minority population or attend ineffective schools. Our English Language Learner population is 25% and growing and our low socio-economic status percentage is 68% with 60% of our students identified as at risk. These statistics would indicate that a large portion of our students will have difficulty learning to read. Moats and Dakin also state that statistics show that about three quarters of children who show reading difficulties early in reading development can be helped to overcome those difficulties to a large extent. The research indicating that three fourths of these students can be helped if early intervention is provided is meaningful with the prospect of grants like these that can provide training to teachers to make them highly knowledgeable and effective reading teachers in addition to other innovative plans like supplemental computer intervention and a continuum of services to support student learning.

We have several measures of reading data in place like TPRI/Tejas Lee (given BOY, MOY and EOY), DRA and iStation. The computer-based instruction we have reviewed would provide progress monitoring every 10 days to all students accessing the lab and would add another level of data to review and help in diagnostic teaching for our students. What we plan to do differently with our data, old and new, is to have our RtI lead teacher, Dyslexia teacher. Special Education department chair, LSSP/Diagnostician on each campus and the Project Manager meet once a month to review all students receiving intervention along the continuum to determine progress or non-progress and collaborate on next steps for students. We plan to develop guidance for the review committee to structure decisions about movement along the continuum. At this time there is confusion about how long a students should receive intervention, and what kind of intervention, before considering changing the student's services.

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Schedule #5—Program Executive Summary (cont.)

County-district number or vendor ID: 011-901

Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

Young families have varying demands upon their time and resources. We plan to reach out to our parents with a digital and paper newsletter called Reading Connections for Parents that provides information about Reading and ways they can support their children's Reading progress at home. The newsletter has a beginner and intermediate level and is written English and Spanish. A more direct connection with parents will be a Bring Your Own Book gathering once a month at morning drop off for each school. At this gathering, Dyslexia teachers, will show parents how they can use the resources they have in their home to reinforce reading development, literary elements and expository literature analysis with their children. This is also a time we can answer questions about the continuum of services in a general manner or we can stay and talk to parents individually if they have questions about their own child. Additionally, we will have progress monitoring letters from the computer based instruction to send home every other week as well as letters home explaining TPRI/Tejas Lee data and DRA results in report cards. We also have two parent conferences a year to have face to face meetings or in some cases phone meetings with parents to review student progress.

Our plan would include an Occupational Therapist to model teach in Tier 3 classrooms (Dyslexia classrooms). We have piloted a program this year with an Occupational Therapist and one Dyslexia Teacher. We have seen growth in the student's writing skills, our teacher's ability to teach the physical act of writing and an increased usage in assistive technology with our 3rd graders. We would like to replicate this across the district to increase our teacher's abilities, student progress and the increased use of assistive technology for our students.

BISD is proposing to educate our Tier 2 intervention teachers and Special Education teachers to the level of our well-trained Dyslexia teachers, which will provide a continuum of services for the differing needs of dyslexic learners. Another factor in our plan is to provide training to our Dyslexia teachers so they have differentiated tools to provide diagnostic instruction to meet the variety of dyslexic learners needs. Computer-based instruction will supplement Tier instruction. The computer instruction provides more time on task in a different venue.

We believe that our plan can be replicated across the state. Many of the systems we are developing, are systems that already have a foundation in schools across Texas. We plan to provide stability to our continuum by keeping the well developed components of the reading foundational interventions currently have in place. We are enhancing our teacher's skills and understanding of reading instruction, adding some unique characteristic like an Occupational Therapist to work with teachers and model teach, developing a more cohesive communication system between our Tiers and adding supplemental computer-based instruction. It seems basic but it's all needed and replicable to make what we have work for students

All of these proposals are easily reproducible across the state. Like many areas of the southern United States and Texas our district has a growing population of Spanish speaking families and we have a high number of students living in poverty or considered a students with a low socio-economic status. We have proactively trained and put into place Bilingual Dyslexia teachers. What our Bilingual Dyslexia teachers have shared is that teaching reading in Spanish is fairly easy with most children but they need more knowledge about teaching the code of the English system to help transition their students to reading in English. Our Bilingual Dyslexia teachers shared, after receiving their Dyslexia training, they wished they had the dyslexia professional development when they were providing Tier 2 intervention in their classrooms to keep their students from falling so far behind. We believe that our plan will reflect and meet the needs of our changing state diversity.

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Schedule #6—Program Budget Summary					
County-district number or vendor ID: 011-901			Amendment # (for amendments only):		
Program authority: Texas Education Code, 29.027, House Bill 21, Section 3, 85 th Texas Legislature, 2017					
Grant period: May 1, 2018, to August 31, 2019			Fund code/shared services arrangement code: 429/459		
Budget Summary					
Schedule #	Title	Class/ Object Code	Program Cost	Admin Cost	Total Budgeted Cost
Schedule #7	Payroll Costs (6100)	6100	\$279,300	41,895	321,195
Schedule #8	Professional and Contracted Services (6200)	6200	\$188,000	28,200	216,200
Schedule #9	Supplies and Materials (6300)	6300	\$297,000	44,550	341,550
Schedule #10	Other Operating Costs (6400)	6400	\$105,000	\$15,750	120,750
Schedule #11	Capital Outlay (6600)	6600	\$	\$	\$
Total direct costs:			\$869,300	130,395	999,695
Percentage% indirect costs (see note):			N/A	\$	\$
Grand total of budgeted costs (add all entries in each column):			\$869,300	130,395	999,695
Shared Services Arrangement					
6493	Payments to member districts of shared services arrangements		\$	\$	\$
Administrative Cost Calculation					
Enter the total grant amount requested:					\$869,300
Percentage limit on administrative costs established for the program (15%):					x .15
Multiply and round down to the nearest whole dollar. Enter the result.					\$130,395
This is the maximum amount allowable for administrative costs, including indirect costs:					\$130,395

NOTE: Indirect costs are calculated and reimbursed based on actual expenditures when reported in the expenditure reporting system, regardless of the amount budgeted and approved in the grant application. If indirect costs are claimed, they are part of the total grant award amount. They are not in addition to the grant award amount.

Indirect costs are not required to be budgeted in the grant application in order to be charged to the grant. Do not submit an amendment solely for the purpose of budgeting indirect costs.

If selected for a competitive grant, your award amount will be the lesser of the grand total of budgeted costs as stated on this schedule (the box with the bold outline), or the sum of all line items listed on this schedule, or the maximum allowable award amount. TEA is not responsible for math errors.

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Schedule #7—Payroll Costs (6100)

County-district number or vendor ID: 011-901

Amendment # (for amendments only):

Employee Position Title		Estimated # of Positions 100% Grant Funded	Estimated # of Positions <100% Grant Funded	Grant Amount Budgeted
Academic/Instructional				
1	Teacher			\$
2	Educational aide	6		98,400
3	Tutor			\$
Program Management and Administration				
4	Project director/administrator			\$
5	Project coordinator			\$
6	Teacher facilitator			\$
7	Teacher supervisor			\$
8	Secretary/administrative assistant			\$
9	Data entry clerk			\$
10	Grant accountant/bookkeeper			\$
11	Evaluator/evaluation specialist			\$
Auxiliary				
12	Counselor			\$
13	Social worker			\$
14	Community liaison/parent coordinator			\$
Other Employee Positions				
15	Occupational Therapist	1		60,000
16	Title			\$
17	Title			\$
18	Subtotal employee costs:			\$
Substitute, Extra-Duty Pay, Benefits Costs				
19	6112	Substitute pay		\$40,000
20	6119	Professional staff extra-duty pay		\$48,500
21	6121	Support staff extra-duty pay		\$
22	6140	Employee benefits		\$32,400
23	61XX	Tuition remission (IHEs only)		\$
24	Subtotal substitute, extra-duty, benefits costs			\$
25	Grand total (Subtotal employee costs plus subtotal substitute, extra-duty, benefits costs):			\$279,300

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division Administering a Grant page.

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Schedule #8—Professional and Contracted Services (6200)		
County-district number or vendor ID: 011-901		Amendment # (for amendments only):
NOTE: Specifying an individual vendor in a grant application does not meet the applicable requirements for sole-source providers. TEA's approval of such grant applications does not constitute approval of a sole-source provider.		
Professional and Contracted Services Requiring Specific Approval		
Expense Item Description		Grant Amount Budgeted
6269	Rental or lease of buildings, space in buildings, or land	\$
	Specify purpose:	
a. Subtotal of professional and contracted services (6200) costs requiring specific approval:		\$
Professional and Contracted Services		
#	Description of Service and Purpose	Grant Amount Budgeted
1	Orton-Gillingham Based Professional Development (like Lindamood-Bell or BLS)	186,000
2	Size Matters Professional Development (Occupational Therapist/Fine Motor Skills)	2000
3		\$
4		\$
5		\$
6		\$
7		\$
8		\$
9		\$
10		\$
11		\$
12		\$
13		\$
14		\$
b. Subtotal of professional and contracted services:		\$
c. Remaining 6200—Professional and contracted services that do not require specific approval:		\$
(Sum of lines a, b, and c) Grand total		\$188,000

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division [Administering a Grant](#) page.

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Schedule #9—Supplies and Materials (6300)		
County-District Number or Vendor ID: 011-901		Amendment number (for amendments only):
Supplies and Materials Requiring Specific Approval		
Expense Item Description		Grant Amount Budgeted
6300	Total supplies and materials that do not require specific approval:	\$297,000
Grand total:		\$297,000

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division Administering a Grant page.

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Schedule #10—Other Operating Costs (6400)		
County-District Number or Vendor ID: 011-901		Amendment number (for amendments only):
Expense Item Description		Grant Amount Budgeted
6411	Out-of-state travel for employees. Must be allowable per Program Guidelines and grantee must keep documentation locally.	\$20,000
Subtotal other operating costs requiring specific approval:		\$
	Remaining 6400—Other operating costs that do not require specific approval:	\$85,000
Grand total:		\$105,000

In-state travel for employees does not require specific approval.

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division Administering a Grant page.

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Schedule #11—Capital Outlay (6600)

County-District Number or Vendor ID: 011-901		Amendment number (for amendments only):		
#	Description and Purpose	Quantity	Unit Cost	Grant Amount Budgeted
6669—Library Books and Media (capitalized and controlled by library)				
1		N/A	N/A	\$
66XX—Computing Devices, capitalized				
2			\$	\$
3			\$	\$
4			\$	\$
5			\$	\$
6			\$	\$
7			\$	\$
8			\$	\$
9			\$	\$
10			\$	\$
11			\$	\$
66XX—Software, capitalized				
12			\$	\$
13			\$	\$
14			\$	\$
15			\$	\$
16			\$	\$
17			\$	\$
18			\$	\$
66XX—Equipment or furniture				
19			\$	\$
20			\$	\$
21			\$	\$
22			\$	\$
23			\$	\$
24			\$	\$
25			\$	\$
26			\$	\$
27			\$	\$
28			\$	\$
66XX—Capital expenditures for additions, improvements, or modifications to capital assets that materially increase their value or useful life (not ordinary repairs and maintenance)				
29				\$
Grand total:				\$

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division Administering a Grant page.

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Schedule #12—Demographics of Participants to Be Served with Grant Funds

County-district number or vendor ID: 011-901

Amendment # (for amendments only):

Part 1: Students/Teachers To Be Served With Grant Funds. Enter the total number of students and teachers in each grade projected to be served under the grant program. Use the comment section to add a description of any data not specifically requested that is important to understanding the population to be served by this grant program. Response is limited to space provided. Use Arial font, no smaller than 10 point.

School Type: ☐ Public ☐ Open-Enrollment Charter ☐ Private Nonprofit ☐ Private For Profit ☐ Public Institution

Grade	Number of Students	Number of Teachers	Student/Teacher Ratio
PK			
K	144	48	1:3
1 st	288	48	1:4-6
2 nd	288	48	1:4-6
3 rd	288	48	1:4-6
COMMENTS			

Part 2: Amount of Instruction. Enter amount of instruction to be provided with grant funds. Use the comment section to add a description of any data not specifically requested that is important to understanding the amount of instruction to be provided by this grant program. Response is limited to space provided. Use Arial font, no smaller than 10 point.

Amount of Instruction		COMMENTS
School day hours (ex) 8:30am – 4:30pm	7:30-3:00	
Number of days in school year	180	
Minutes of instruction per school year	75600 minutes	

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Need

Schedule #13—Needs Assessment

County-district number or vendor ID: 011-901

Amendment # (for amendments only):

Part 1: Process Description. A needs assessment is a systematic process for identifying and prioritizing needs, with "need" defined as the difference between current achievement and desired outcome or required accomplishment. Describe your needs assessment process, including a description of how needs are prioritized. If this application is for a district level grant that will only serve specific campuses, list the name of the campus(es) to be served and why they were selected. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Our needs assessment data has been gathered from 3 years of professional development meetings monthly with Dyslexia Teachers, data from ARD meetings, information from family advocates in ARD meetings and RtI professionals on two campuses. The Dyslexia teachers have also attended multiple trainings at Region 13 and solicited their input on deficits in our continuum for dyslexic learners.

Our identified needs are a robust continuum of services for our dyslexic students wherever they may be on the scale from high needs to minimum needs, supplemental computer instruction and fine motor skill development and a structured communication between the Tiers of intervention to promote student growth.

At this time students served in the Tier 2 setting (RtI groups) are served by teaching assistants at some schools and by teachers at others. Neither teacher nor teaching assistant have the same training as our dyslexia teachers and yet serve students who have reading difficulties and may need the district dyslexia program. Dr. Sally Shaywitz in her book Overcoming Dyslexia, quotes Dr. Louisa Moat, as saying, "Teaching reading is rocket science", Dr. Shaywitz goes on to say, "a teacher's knowledge of how children learn to read as well as her experience teaching a specific program will ultimately determine the success of even the best reading program". Our teachers providing instruction to at risk readers who may be assessed for dyslexia or special education need to be as knowledgeable about good reading instruction as our dyslexia teachers.

Our Tier 3 setting (dyslexia groups) has only one instructional curriculum for intervention. Dr. Steven Fieffer in his research has indicated that there are four subgroups of dyslexia (Phonological, Surface, Mixed and Deep). Dr. Fieffer in his work recommends that professionals doing intervention with dyslexic learners have training in at least four different reading programs that meet all the tenets of a good reading program to address student needs. Our dyslexia teachers have stated in meetings that some dyslexic students identified by Diagnosticians, LSSP's or even themselves will not fit "our program" because it is too fast paced for the students. Dr. Fieffer indicates that we need to change our curriculum and teaching to fit the student.

Our Tier 4 setting (Special Education) uses System 44 and Read 180. Katharine Mueller at Region XIII has stated that System 44 and Read 180 can be used as a dyslexia intervention. However, the Special Education teachers do not have any training in teaching dyslexic learners. The 2014 Dyslexia Handbook states, "Research consistently confirms the impact that a knowledgeable teacher can have on the success or failure of even the best reading programs. (Shawitz, 2003) To ensure that teachers are knowledgeable about dyslexia, TEC 21.054(b) and TAC 232.11 (e) require educators who teach students with dyslexia as a part of their continuing professional education (CPE) hours. Advocates and parents in ARD meetings challenge our recommendations to serve dyslexic students in the resource setting with System 44 and Read 180, citing the Special Education teacher does not have the required dyslexia training outlined in the Dyslexia Handbook. We recognize the need for our special education teachers to receive the training the state Handbook recommends for teaching dyslexic students.

Our pilot computer program, highlighted the need for supplemental instruction using technology. For the past two years we have been able to purchase a limited number of licenses for a computer based dyslexia intervention to be provided supplementally to our direct instruction. The dyslexia teachers have reported accelerated growth for our 2nd grade target group and expressed a desire to provide this supplemental instruction to students across the continuum.

Our needs assessment has come through meetings with dyslexia teachers, Tier 2 reading interventionist, speaking to Principals, a few parents, advocates and solicited from Region Thirteen. This grant opportunity would provide tools and experience teachers need to help dyslexic students along a continuum of services.

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Schedule #13—Needs Assessment (cont.)

County-district number or vendor ID: 011-901

Amendment # (for amendments only):

Part 2: Alignment with Grant Goals and Objectives. List your top five needs, in rank order of assigned priority. Describe how those needs would be effectively addressed by implementation of this grant program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Identified Need	How Implemented Grant Program Would Address
1.	Tier 2 Instructional Improvement	<p>Comprehensive Reading Professional Development that follows the guidance in the Dyslexia Handbook (ie – like Lindamood-Bell, Basic Language Skills etc.)</p> <p>PD improves the teacher's knowledge of how to teach reading to dyslexic and struggling readers to improve learner outcomes.</p>
2.	Tier 4 Instructional Improvement	<p>Comprehensive Reading Professional Development that follows the guidance in the Dyslexia Handbook (ie – like Lindamood-Bell, Basic Language Skills etc.)</p> <p>PD will allow students who are not making progress in Tier 3 to get a more intensive intervention with teachers trained to provide dyslexia instruction as outlined in the Handbook through a resource setting.</p>
3.	Tier 3 Instructional Improvement	<p>Comprehensive Reading Professional Development that follows the guidance in the Dyslexia Handbook (ie – like Lindamood-Bell, Basic Language Skills etc.)</p> <p>PD will give Dyslexia teachers alternative instructional curriculum to use with students who may not make progress in the District Dyslexia curriculum.</p>
4.	Supplemental Instruction via technology, Occupational Therapy and Assistive Technology	<p>Computer instruction in a computer lab at each elementary school.</p> <p>Good computer programs, developed for dyslexic learners supplement the reading programs. It adds another layer of instruction via the computer (which is different and interesting to students).</p> <p>Modeling teaching in Tier 3 setting for dyslexia teachers by an OT to help develop student fine motor skills and use of assistive technology.</p>
5.	Robust Continuum of Services	<p>Monthly meeting with the Tier 2 (RTI Interventionist), Tier 3 (Dyslexia Teacher) and Tier 4 (SpEd Teacher/LSSP/Diagnostician) using all data gathered on the student over the month.</p> <p>This scheduled meeting allows all the professionals along the intervention continuum to review students progress and plan for next steps in intervention to address their needs. These monthly reviews will support a more timely and structured consideration of student progress.</p>

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Schedule #14—Management Plan

County-district number or vendor ID: 011-901

Amendment # (for amendments only):

Part 1: Staff Qualifications. List the titles of the primary project personnel and any external consultants projected to be involved in the implementation and delivery of the program, along with desired qualifications, experience, and any requested certifications. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Title	Desired Qualifications, Experience, Certifications
1.	Project Manager	Teacher PK-4, Certified Administration Certification, Reading Coach experience with Primary Grades, Dyslexia Teacher Experience, District Dyslexia Coordination
2.	Project Campus Facilitators	Teacher PK-4 Certified, Dyslexia Instructional Training in Program that meets the 2014 Dyslexia Handbook
3.	Tier 2/3 Providers	Teacher PK-4 Certified
4.	Tier 4 Providers	Teacher PK-4 and SpEd Certified
5.	Occupational Therapist	Certified Occupational Therapist, Experience in the Elementary School setting preferred.

Part 2: Milestones and Timeline. Summarize the major objectives of the planned project, along with defined milestones and projected timelines. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Objective	Milestone	Begin Activity	End Activity
1.	Teacher Professional Development	1. Orton-Gillingham Based Training-Handbook Aligned	08/02/2018	05/31/2019
		2. Computer based supplemental instruction	08/02/2018	05/31/2019
		3. Writing Instruction	08/02/2018	05/31/2019
		4. International Association Dyslexia Conf	10/24/2018	10/27/2018
2.	Supplemental Computer Instruction Labs	1. Purchase Chrome Books	06/01/2018	06/30/2018
		2. Contract for instructional computer software	06/01/2018	06/30/2018
		3. 2 days PD for computer software	08/02/2018	02/28/2019
		4. Hire Aids for labs	06/01/2018	08/15/2018
3.	Continuum of Services	1. Monthly Meetings w/Leaders of Tier Instruction	08/02/2018	05/31/2019
		2. Guidelines for movement between Tier Instruction	06/01/2018	08/15/2018
		3. Monthly and Bi-monthly data collection	08/02/2018	05/31/2019
		4. Campus Program Facilitators to lead process	08/02/2018	05/31/2019
4.	Parent Involvement	1. Monthly Parent Meetings	08/02/2018	05/31/2019
		2. Monthly Reading Newsletters (digital/paper)	08/02/2018	05/31/2019
		3. TPRI/Tejas Lee/DRA/SRL progress letters	08/02/2018	05/31/2019
		4. Parent Conferences	08/02/2018	05/31/2019
5.	Occupational Therapist	1. Hire OT	06/01/2018	08/15/2018
		2. Model Teaching in Tier 3 settings	08/02/2018	05/31/2019
		3. Provide training for Size Matters	08/15/2018	08/25/2018
		4. Collaboration with Teachers on AT	08/02/2018	05/31/2019

Unless pre-award costs are specifically approved by TEA, grant funds will be used to pay only for activities occurring between the beginning and ending dates of the grant, as specified on the Notice of Grant Award.

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Schedule #14—Management Plan (cont.)

County-district number or vendor ID: 011-901

Amendment # (for amendments only):

Part 3: Feedback and Continuous Improvement. Describe the process and procedures your organization currently has in place for monitoring the attainment of goals and objectives. Include a description of how the plan for attaining goals and objectives is adjusted when necessary and how changes are communicated to administrative staff, teachers, students, parents, and members of the community. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The Department of Special Programs and services created a 3 year improvement plan in the Summer of 2016. Each year, working closely with other departments in the district, the Special Programs Department completes a Department Performance Plan and updates the goals on the plan quarterly. The plan is then aligned and embedded with the District's Performance Plan and maintained in an electronic system called Plan4Learning. Each Quarter the District Performance Plan Committee, made up of teachers, administrators, and parents, review the plan and make any necessary updates or changes.

Bastrop ISD and the Department of Special Programs and Services utilizes Department Newsletters, Department Chair Meetings, Campus Special Programs Department Meetings, Parent "Chats" for early identification and intervention programs, Parent Nights and Transition Nights to disseminate program specific information and solicit feedback from stakeholders.

Part 4: Sustainability and Commitment. Describe any ongoing, existing efforts that are similar or related to the planned project. How will you coordinate efforts to maximize effectiveness of grant funds? How will you ensure that all project participants remain committed to the project's success? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

BISD has Tier2, Tier3 and Tier 4 interventions in place. The addition of a campus facilitator and project manager will help coordinate the efforts of a continuum of services for dyslexic students and help maximize the effectiveness and keep participants committed to the success. There are accountability measures in student performance in the grant to keep all participants committed.

BISD has piloted the supplemental computer-based instruction on a smaller scale and we have had good results from our limited trial. We believe that our computer-based instructional trial will help to make the larger scale production successful because we have a foundation and our dyslexia teachers have training.

In our Dyslexia program this year we have implemented a small trial of model teaching by our Occupational Therapist lead and a group of 3rd grade dyslexic students. The OT has been modelling fine motor skill development and assistive technology. The Dyslexia teacher has been using this knowledge to work with her other dyslexia groups. Both our OT and Dyslexia teacher have expressed increased student skills and we would like to implement this district wide.

Our Tier2 system is in the process of being revised. BISD is reviewing curriculum, progress monitoring and the system of progress in our Tier2 setting. This grant opportunity would be a great benefit to help make our systems more robust.

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Schedule #15—Project Evaluation

County-district number or vendor ID: 011-901

Amendment # (for amendments only):

Part 1: Evaluation Design. List the methods and processes you will use on an ongoing basis to examine the effectiveness of project strategies, including the indicators of program accomplishment that are associated with each. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Evaluation Method/Process	Associated Indicator of Accomplishment	
1.	Program Component for Highly Trained Skilled Teacher PD-Audit	1.	Certificates of Completion for Training
		2.	Walk Throughs in intervention classrooms by Facilitators/Project Manager
		3.	Meetings with Participants to get Feedback about the PD
2.	Student Progress	1.	Meetings w/Interventist (sign in sheets, student data, movement in Tiers)
		2.	Reduction in referrals to Dyslexia/Special Education
		3.	Student Data
3.	Parent Involvement	1.	Meeting Sign In Sheets
		2.	Minutes of Monthly Meetings/Handouts
		3.	Newsletters
4.	Integration of OT/AT in Tier 3	1.	OT-calendar with scheduled model teaching
		2.	OT – lesson plans
		3.	Increased usage of technology on state assessments for 3 rd graders
5.	Computer Lab	1.	Reported usage of time on task in computer lab
		2.	Student progress reports
		3.	Attendance in lab

Part 2: Data Collection and Problem Correction. Describe the processes for collecting data that are included in the evaluation design, including program-level data such as program activities and the number of participants served, and student-level academic data, including achievement results and attendance data. How are problems with project delivery to be identified and corrected throughout the project? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Each campus will have a designated facilitator, who will receive a stipend for facilitating. The facilitator will be responsible for collecting reading data on the student. (TPRI/Tejas Lee, DRA, iStation, computer instruction, grades in Reading, attendance). The data will be collected from the classroom, updated in a collection sheet and reviewed monthly. Data from TPRI/Tejas Lee, DRA and iStation are already collected by the classroom teachers. The facilitator will collect the current data into a google doc shared with the Tier review team and reviewed by all Tier stakeholders at the monthly review meeting.

Anticipated Participation

Tier 2 Participation – 700-1000 students

Tier 3 Participation – 160-250 students

Tier 4 Participation – 75-100 students

The Project Manager will be a participant in the campus monthly review meeting and any problems with project delivery will be identified at those meetings. Corrections with the project will be discussed with Campus Administration, the Director of Special Programs and the Project Manager. Anything that changes the integrity of the project will have to be discussed with TEA and an amendment submitted.

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 011-901

Amendment # (for amendments only):

Statutory Requirement 1: Describe how the program will incorporate evidence-based and research-based design and how the program will include effective use of technology. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

All Professional Development intended for certified teachers and highly skilled instruction to be provided to students meets the guidelines of the 2014 Dyslexia Handbook which details evidence and research based design. The computer based technology used will meet the guidelines of the Dyslexia Handbook for instruction for dyslexic learners.

Intervention at the Tier 2 and Tier 3 levels will be provided for 45 minutes 4 time a week. Intervention at the Tier 4 level will be determined by the ARD committee. The guidance for Tier 4 intervention is 30-90 minutes a day 5 days a week.

Statutory Requirement 2: Describe how the program will collect empirical data on student achievement and improvement and use that data to support effective program implementation. The applicant should describe the process by which baselines for these metrics will be established. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Classroom teachers will collect, TPRI/Tejas Lee, DRA and iStation, grades and attendance data and share that data with the Project Facilitator at each campus. The Project Facilitator will collect the computer instruction progress monitoring data and collate all reading data for each student's monthly review with Tier2-Tier4 professionals. The Project Manager will attend the monthly meeting at each campus to be a part of the collaborative team reviewing student progress and future instruction.

Using the data from the computer instruction each student's reading progress will be graphed and compared to other reading data. The committee will consider the slope of improvement for each student's reading data to determine movement between the Tier interventions given the guidance document.

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 011-901

Amendment # (for amendments only):

Statutory Requirement 3: Describe how the program will incorporate parental support and collaboration. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

We plan to reach out to our parents in several different ways. The first is a parent monthly Reading newsletter which will be uploaded digitally to each campuses website in English/Spanish and Beginner/Intermediate levels. The newsletter has information about how to help your child at home with reading, reading homework and reading games that can be played. The letter will also be sent home once a month in student folders for those parents who don't have access to the internet.

We will also have a once a month morning meeting for parents, lead by our Dyslexia teachers, about using common things in the home to facilitate reading improvement. These meetings will be in English and Spanish. We want to give parents some skills to work with their students that won't cost our families extra money that they may not have. We want our families to have the opportunity to be partners in their child's education.

We will have twice a month progress reports from our computer based instruction to send home to parents with an invitation to come talk to the Tier2-4 teacher if they need help in understanding the data in addition to TPRI/Tejas Lee letters, iStation letters and Reading progress information.

We also have parent/teacher conferences in the Fall and Spring to review and explain student progress to parents.

Statutory Requirement 4: Describe how the proposed program will reflect the diversity of the state and how the program can be replicated for students statewide. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Our district has a growing population of Spanish speaking families similar to most of the state and the southern United States. We have been proactive about our Bilingual services in Tiers 2 – 4. We also have a large number of students on free and reduced lunch. The program we are proposing relies heavily on teacher development and computer instructional technology both recommended by the International Dyslexia Association, The Texas Dyslexia Handbook and researchers in the field of Dyslexia.

The Tier leveled instruction has been in place for roughly thirteen years when the state began the Texas Reading First Grants. All schools should have a Tiered instructional system and if not it is easily reproducible given all the research and information available to educators.

Professional development can now be provided in person, via teleconferencing, the internet and with the support of other trained professionals in both English and Spanish (reading coaches or dyslexia teachers) all teachers can become highly skilled teachers of reading.

Reading newsletters can be created by professionals on the campus or a purchased product, parents meetings are reproducible across the state and are probably happening in most schools. Each district can focus their parent meetings to the specific needs of parents in their community to help parents become partners in the educational process.

As long as a school has the infrastructure to support technology like computer instruction, this avenue of learning is available to schools and reproducible. It will require examining budgets and may require changing some expenditure decisions.

Our program was devised to create highly skilled teachers, use technology as a supplemental instructional venue, use collaborative decision making regarding student's needs based on their reading data and reach out to parents in a different way to give them skills instead of simply information about their students. All of our program design should be easily reproducible across the state given advances in technology.

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Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 011-901

Amendment # (for amendments only):

TEA Program Requirement 1: Describe how the program will use innovative approaches to effectively address the unique academic and functional needs of students with dyslexia. Applicants may focus on new and innovative practices, new and innovative ways to remove barriers to effective implementation of accepted practices, or both. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

There are some unique practices we would like to implement. First we want to train all our intervention teachers, Tiers 2-4, in reading instruction that will make them highly skilled and effective reading specialist. At this time they have been using materials for reading and their knowledge of reading to intervene with students but with the exception of the dyslexia teachers few have the explicit intense training the state Dyslexia Handbook recommends.

It may not be unique for another district but for Bastrop a regular meeting of the leaders of Tier intervention at each campus to discuss student progress and recommend movement based on guidance is unique. At this time there is no guidance on when a student should be recommended or considered to move to Tier 3 or Tier 4 so students sometimes linger in Tier 2 or 3 when they are not progressing. The opposite is true too that a student in a higher Tier is not considered for a lesser Tier when they are doing well. So we believe structured communication between these professionals with some guidelines will be unique to our process.

We believe that the addition of an Occupational Therapist to model/teach in our Tier 3 classrooms weekly and help our Dyslexia teacher utilize assistive technology with children will fill a gap in our program. We are getting more and more requests for occupational therapy for our students and we believe our plan uniquely addresses this need by ongoing PD for the dyslexia teachers in fine motor development and assistive technology in a proactive manner.

We think that we have a couple of unique ways to communicate with our parents along with many traditional communication events. Our traditional events are largely communication with the parent about student progress. There is not a lot of time in a parent conference or a report attached to a report card to help the parent be a partner in the education of their child. The parent newsletter is a 2 - 4 page letter that describes activities parents can do at home to help develop their students reading skills and we are going to make it available electronically and in paper copy in both English and Spanish. We also plan to do face to face monthly meetings to help parents use books they have or common items in their homes to teach reading skills. Our goal is to help them help their child and no additional cost to our families.

Our supplementary computer instruction may not be a unique feature but a dedicated computer instructional lab for dyslexic learners is unique and the process of using the data is unique for Bastrop (see description above of committee use of data).

Our plan uses many practices that are already in place and because they are in place they give the depth and breadth of our proposal a steady foundation to support the unique additions. These unique additions mean a more robust continuum of services for our dyslexic students and allow for more than one pathway of instruction, more than one curriculum and increased technology to support their learning.

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 011-901

Amendment # (for amendments only):

TEA Program Requirement 2: Describe coordination of services with private or community-based providers. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

X NA – Program will not coordinate with private or community based providers.

Click and type here to enter response.

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